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ABSTRACT

GRADES OR AGES: Grades 7, 8, and 9. SUBJECT MATTER: Hcme economics. ORGANIZATICN AND PHYSICAL APPEARANCE: The introductcry material includes identificaticn of an all-purpose teaching program, content areas and rotation of students, space and equipment, ar all-purpose flcor plan, and guidelines for meeting pupil needs. The units for each grade are presented in three columns: objectives, learning experiences, and generalizations. A closing section lists the advantages and limitations of the all-purpose teaching program. The guide is mimecgraphed and spiral bound with a scft cover. CBJECTIVES AND ACTIVITIES: Objectives and learning experiences are listed in the lesson plans for each grade. INSTRUCTIONAL MATERIALS: Details are given of space and equipment required for fccds, laundry and wcrk rccm, living rocm, clothing, child care, and supplementary space. There is also a professional biblicgraphy. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

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HOME ECONOMICS CURRICULUM GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Tentative Supplement Number Three
All-Purpose Teaching of Home Economics
Grades 7, 8, and 9

Recommended by

The Home Economics Representative Committee and completed by a special committee that was approved by the Secondary Principals, the Superintendent of Schools, and the Board of School Trustees

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Johnston T. Karr, Supervisor of Secondary Education

GARY PUBLIC SCHOOLS
Gary, Indiana

1964

SP 007077

Participants in the preparation of this supplement -

HOME ECONOMICS DEPARTMENT REPRESENTATIVES 1963-64

Mabel Cox
Jean Crawford
Jennie Elkinton
Mary Griffith
Mabel Harris
Pearl Krueger
Nancy Ramey
Catherine Roper
Jennie Smith
Margaret Wilson
Mona Wilson

SPECIAL COMMITTEE -

Mary Griffith

SUPERVISORY PERSONNEL

Haron J. Battle, General Supervisor of Secondary Education
Johnston T. Karr, Supervisor of Secondary Education
Kathryn Dougherty, Home Economics Consultant

F O R E W O R D

Home economics education, with its curriculum and learning experiences centered around the family, makes a unique contribution to family living at the junior high school level.

Seventh and eighth grade home economics serves an exploratory purpose and attempts to make possible the adaptation of material to various situations in order to prepare young people for more satisfying home lives. The learning experiences suggested for the pupils provide opportunity for practice in group living in a changing world.

The all-purpose teaching program needs a room which provides facilities for teaching all the phases of home economics. Two or three of these phases are taught at the same time to groups of eight to twelve pupils. The curriculum to be used is the Home Economics Curriculum Guide, Grades 7 and 8, revised in 1964 by the home economics education staff.

It is important to know that the suggested content and learning experiences of the Home Economics Curriculum Guide, Grades 7 and 8, and All-Purpose Teaching of Home Economics are nearly identical; however, the organization and methods utilized to carry out these experiences are somewhat different. Our home economics staff has taken considerable leadership in experimenting with the program in order to provide guidance for our own teachers and others.

Appreciation is extended to the teachers who have participated in the curriculum development program in an effort to promote home economics in Gary secondary schools.

Lee R. Gilbert
Superintendent of Schools

PREFACE

We, in Gary, are very proud of our All-Purpose Teaching Program in the Home
most anxious to share it with other educators. Our first experience began i
of the rooms at the Horace Mann School. An all-purpose design was selected
made to accommodate a variety of subject areas and serve as a balancing stem
research, reading, and visiting was carried out by the home economics educat
plan of study.

Two years later, 1961, two additional all-purpose rooms were included on the
junior high school buildings. We have continued to experiment, investigate,
sincerely believe it serves the purpose we seek to fulfill in our industrial

National reorganization studies reveal a trend toward emphasis being placed
omics programs. There is a trend toward the construction of the all-purpos
reasons:

1. It allows instruction in all areas of home economics with the minimum of
   duplication of equipment.
2. It permits continuous and maximum use of space.
3. It is desirable for a one-teacher school plan.
4. It is the desirable addition to balance teacher loads and simplify schedu
5. It also may be used for flexibility in meeting temporary expansion needs.
6. It serves as an exploratory purpose and as a broad foundation to home eco
7. This type of department provides facilities which reflect an atmosphere o
   management, and gives evidence of the kind of family living going on in t
8. This situation can meet the individual differences (gifted and slow) mor
9. The small groups are more comparable to family units, hence they provide
10. The flexibility of these rooms is unlimited even in the future where they
    special education, activity rooms, or social problems.

At the present time it is believed that all-purpose teaching is more succes
cause of the teen-age characteristics and the flexibility of the program.

The succeeding pages reveal more in depth the program we are using. We woul
regarding our program and samples of similar projects in other schools.

P R E F A C E

our All-Purpose Teaching Program in the Home Economics Department and are other educators. Our first experience began in 1959 when we remodeled one nn School. An all-purpose design was selected because provision could be of subject areas and serve as a balancing stem for scheduling pupils. Graduate ng was carried out by the home economics education staff to develop a tentative

ditional all-purpose rooms were included on the drawing boards for the two new We have continued to experiment, investigate, and evaluate the program and we he purpose we seek to fulfill in our industrial area.

es reveal a trend toward emphasis being placed on junior high school home econ- rend toward the construction of the all-purpose home economics room for numerous

ll areas of home economics with the minimum of floor space and less

maximum use of space.
-teacher school plan.
on to balance teacher loads and simplify scheduling.
exibility in meeting temporary expansion needs.
y purpose and as a broad foundation to home economics in high school.
ovides facilities which reflect an atmosphere of hospitality, good
lence of the kind of family living going on in the class at a given time.
e individual differences (gifted and slow) more effectively.
comparable to family units, hence they provide insight into family understanding.
ooms is unlimited even in the future where they could suitably be used for
y rooms, or social problems.

elieved that all-purpose teaching is more successful at the junior high level be- teristics and the flexibility of the program.

nore in depth the program we are using. We would appreciate receiving comments mples of similar projects in other schools.

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IDENTIFICATION OF AN ALL-PURPOSE TEACHING PR

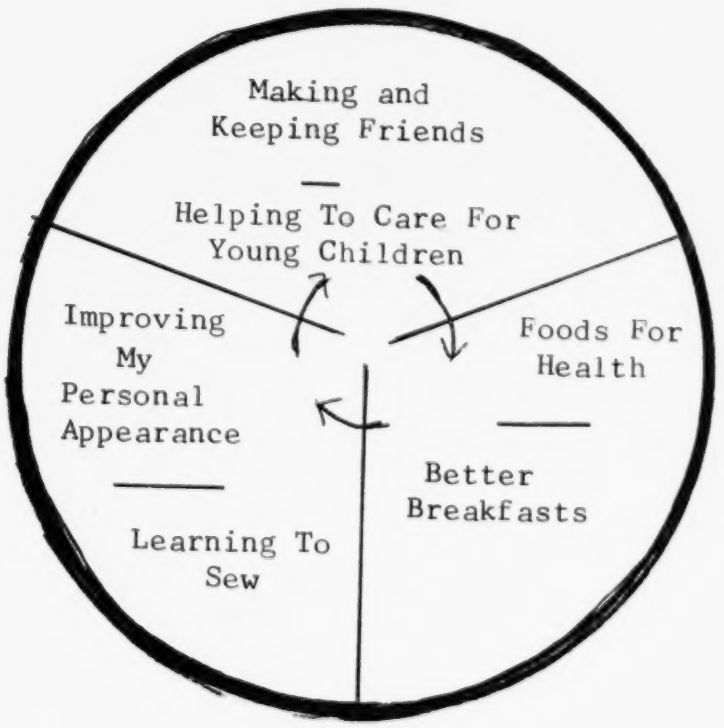
An all-purpose teaching program is designed for the purpose of enabling th
all phases of learning pertaining to her field. It is a laboratory for le
activities - planned specifically in terms of individual needs in clothing
social ease - can go on simultaneously.

An ideal situation originates with twenty-four pupils being assigned to on
same grade level for the school year. The pupils are divided by a number
(or families) which rotate from one learning area to another - each ten, t
the students experience in all areas during the two semesters.

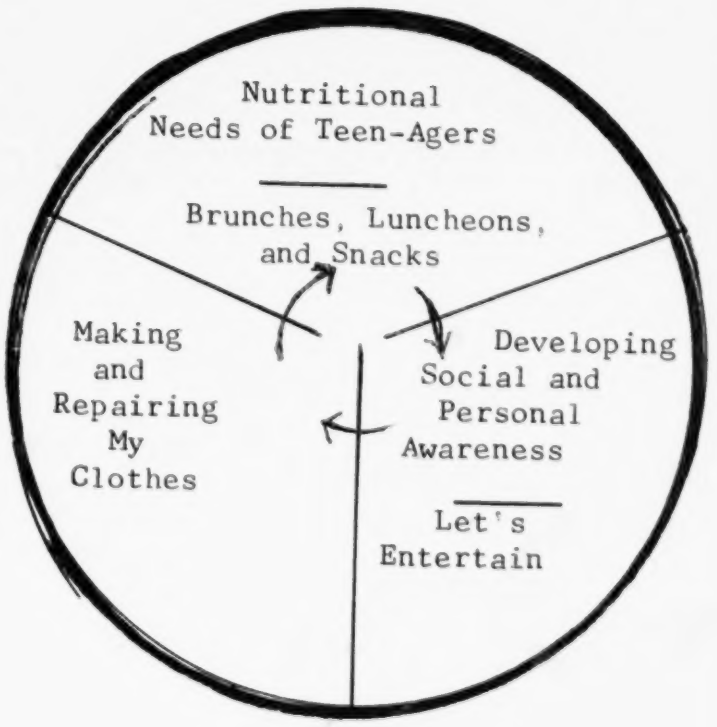
Content Areas and Rotation of Students

The three wheels pictured below show the content areas covered in each gra

7TH



8TH


Nutritional Needs of Teen-Agers
Brunches, Luncheons, and Snacks
Making and Repairing My Clothes
Developing Social and Personal Awareness
Let's Entertain

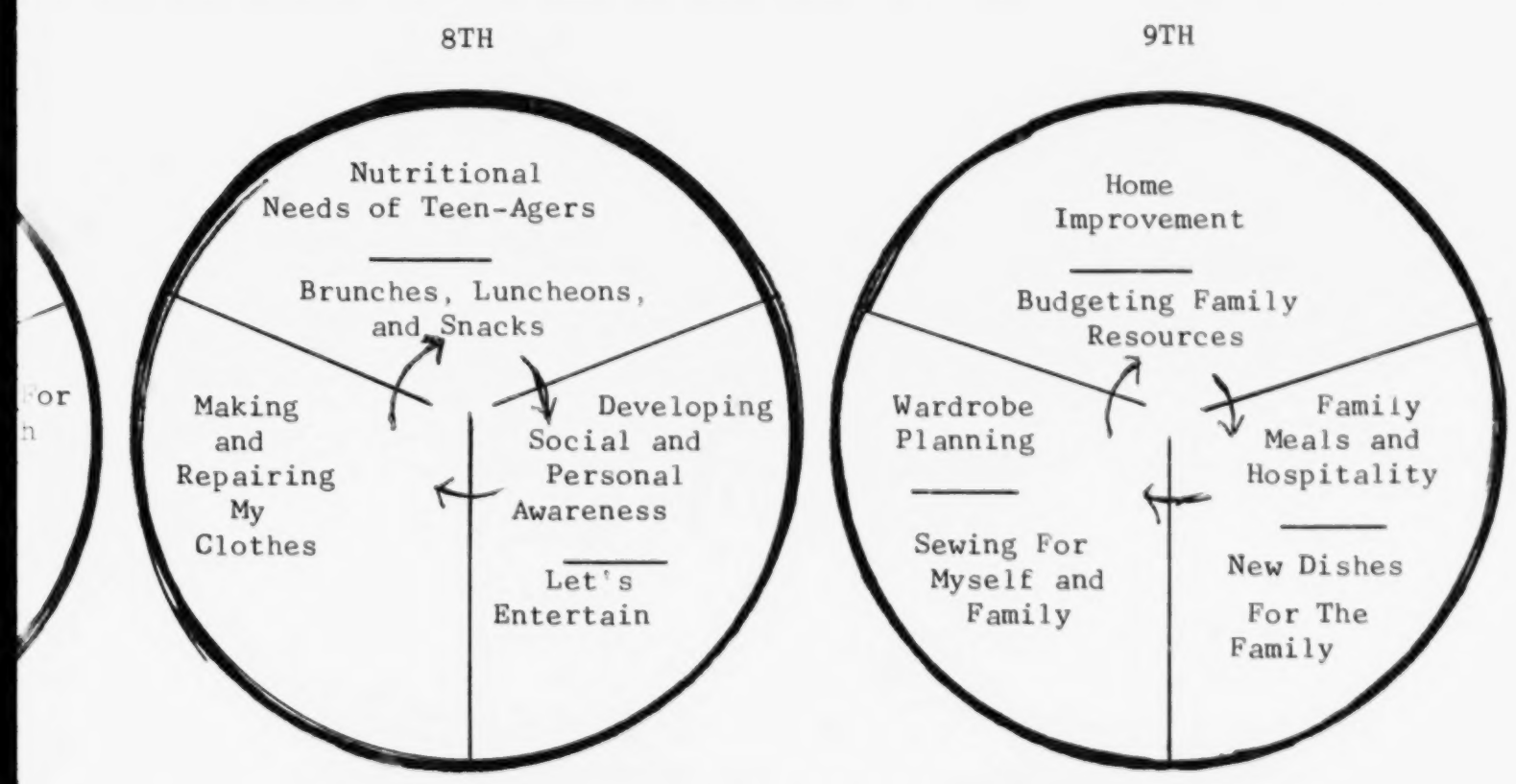
IDENTIFICATION OF AN ALL-PURPOSE TEACHING PROGRAM

ram is designed for the purpose of enabling the home economics teacher to teach ining to her field. It is a laboratory for learning in which a wide variety of cally in terms of individual needs in clothing, grooming, foods, child care, and itaneously.

s with twenty-four pupils being assigned to one class period with students of the ool year. The pupils are divided by a number of methods into two or three groups rom one learning area to another - each ten, twelve, or fourteen weeks, thus giving il areas during the two semesters.

f Students

low show the content areas covered in each grade level and how the groups rotate:



Space and Equipment

The all-purpose room needs to be 1,500 to 1,800 square feet or larger to acc
arrangement of the equipment and other learning facilities should be flexib
planning, discussion, and storage centers should be provided. Equipment nec
the all-purpose room is as follows:

F O O D S	. Two complete kitchens for meal preparation and serving . Mobile demonstration unit to be utilized in all areas, or demonstration kitchen unit . One large refrigerator-freezer combination . Two tables and twelve chairs or one table and six chairs . Small preparation and serving equipment . Wide variety of small electrical appliances . Entertaining supplies . Apron and miscellaneous storage
L A U N D R Y AND W O R K R O O M	. Sufficient storage and workspace in addition to washer, d . To be used by students when doing individual or special p . Used for storage of towels, surplus foods, and other quan
L I V I N G R O O M	. A special room or a corner to be used for teaching amenit . Divan, occasional chairs, end tables, dining table, dinin and accessories are probable needs for a room of this
C L O T H I N G	. There should be sufficient space for eight pupils to work . A minimum of six sewing machines and stools, cabinets for space . Space should be provided for additional storage of illust . A grooming area which provides dressing table with sink, . An enclosed dressing room because both boys and girls may
C H I L D C A R E	. Somewhere within the room storage space should be ear-mar such as play-school supplies
G E N E R A L OR SUPPLEMENTARY S P A C E	. Sufficient tackboard, chalk board, and bulletin board spa and teacher illustrative materials, space for displaying and files. Enough electrical outlets, projection screen, curtains, plants, magazines, and decorative objects

:00 to 1,800 square feet or larger to accommodate twenty-four pupils. The
:er learning facilities should be flexible. Also, adequate space for work,
:nters should be provided. Equipment necessary for the varied program of

:iens for meal preparation and serving
:on unit to be utilized in all areas, or an especially designed
:itchen unit
:ator-freezer combination
:elve chairs or one table and six chairs for each unit
and serving equipment
mall electrical appliances
:ies
aneous storage

:e and workspace in addition to washer, dryer, and desk
:dents when doing individual or special projects and by the teacher
:f towels, surplus foods, and other quantities of supplies

a corner to be used for teaching amenities and home care
chairs, end tables, dining table, dining chairs, lamps, linen cabinet
are probable needs for a room of this type

:fficient space for eight pupils to work
sewing machines and stools, cabinets for tote trays, wardrobe hanging

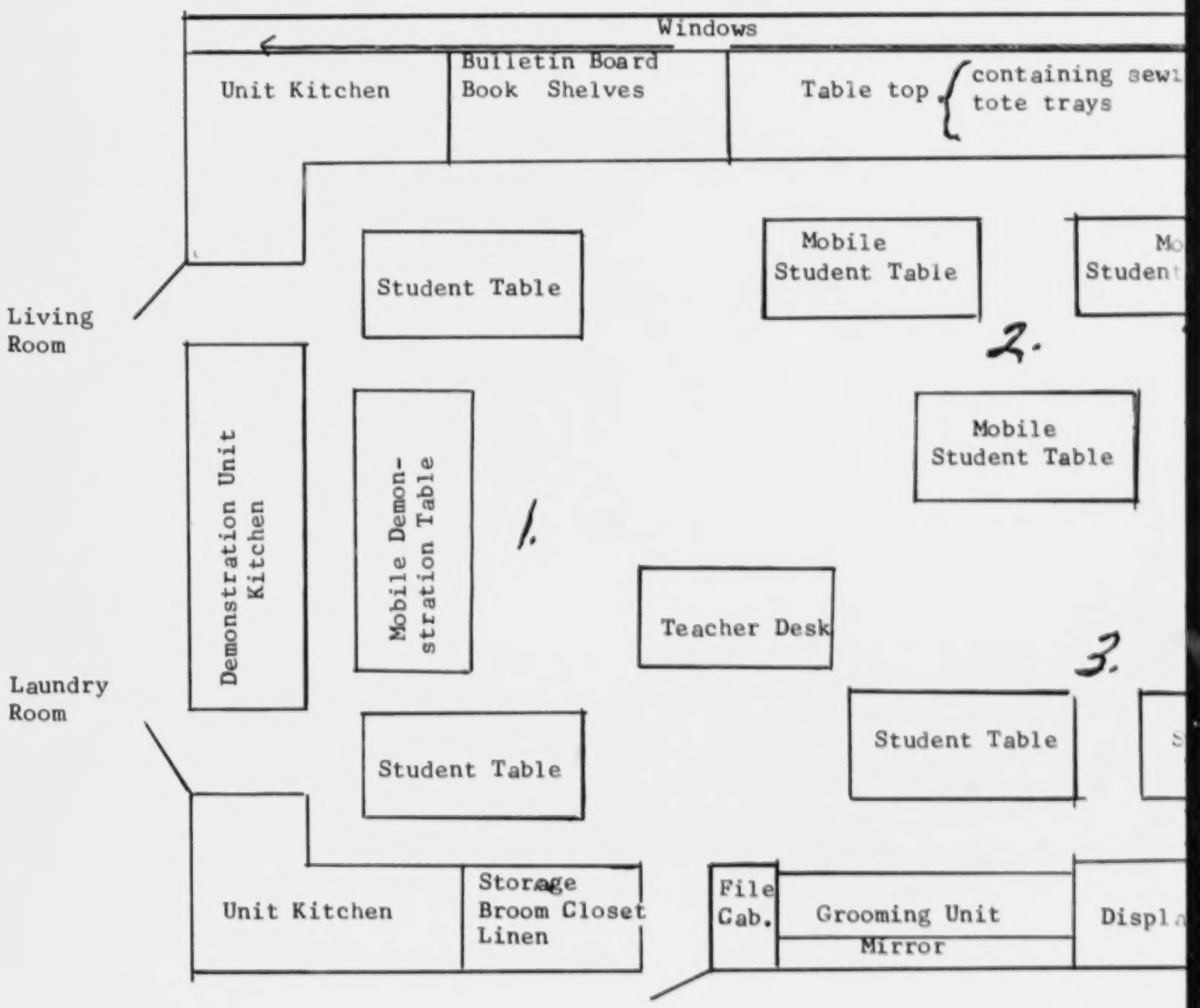
:rovided for additional storage of illustrative materials
:hich provides dressing table with sink, storage, mirror, and stools
:ing room because both boys and girls may be enrolled

the room storage space should be ear-marked for child care activities,
:chool supplies

:ard, chalk board, and bulletin board space, storage space for books
:trative materials, space for displaying materials, teacher desk, chair,
:h electrical outlets, projection screen, and home-like features such as
, magazines, and decorative objects

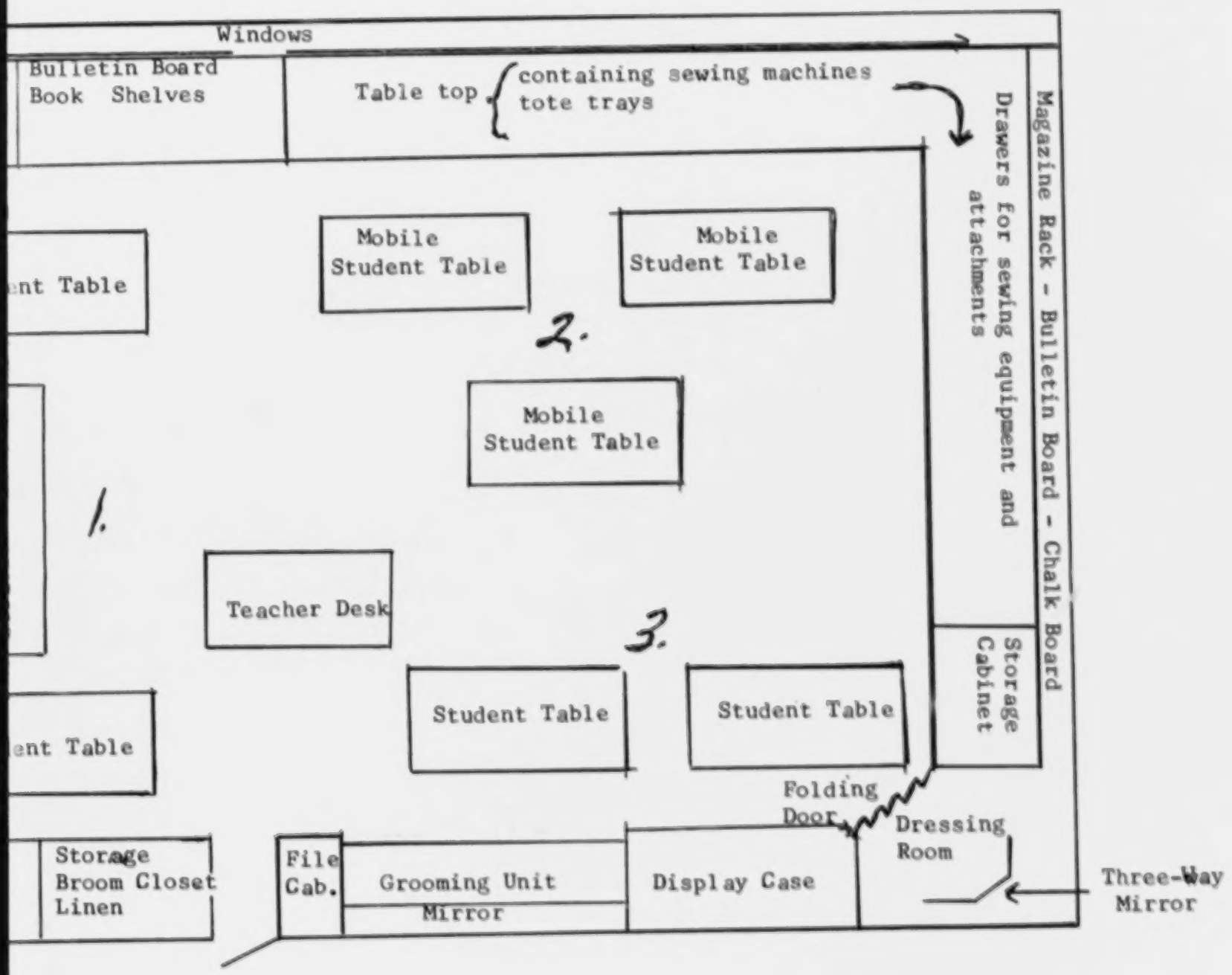
AN ALL-PURPOSE FLOOR PLAN

Areas: 1. Food
2. Clot
3. Othe



AN ALL-PURPOSE FLOOR PLAN

Areas: 1. Foods
2. Clothing
3. Other



GUIDELINES FOR MEETING THE NEEDS OF THE JUNIOR HIGH SCH

If the program in home economics education is to contribute to the pupils' succes and citizens, the learning experiences must be planned in the light of the indivi among them. This type of planning necessitates that teachers be aware of the pup that they accept pupils as they are, and guide them to progress toward these goal abilities and needs. The following statements are suggested ways and means of me Also included are some of the influences affecting family living in our communiti

1. They need experiences and understandings which form the foundations of ho which are based on problems of real importance to their age groups.
2. Their classes need to be more than a mere sampling of courses designed fo The students need to formulate a foundation of learnings which are deep-r
3. The students need people who understand their needs and feelings - people satisfactorily to their own growth.
4. Provide the opportunity to explore and to use imagination in planning and worthwhile projects within long-term units of study.
5. These students are not making vocational choices, but they need to begin the things they like to do and can do well.
6. Acquaint the pupils with modern scientific research advancements and thei homemakers.
7. Present problems to encourage the students to learn how to do critical th
8. Prepare the pupils to engage in experiences for leisure time at the prese
9. Present learnings to help the pupils develop desirable values, understand living now and later.
10. Incorporate many varied home economics activities in the curriculum to be to participate in their home responsibilities.
11. The program also needs to be well-rounded because this is the only school students will have with home economics learnings.
12. Provide for flexibility in the learning experiences to meet the needs of dropout, the gifted child, as well as the average youngster.

INES FOR MEETING THE NEEDS OF THE JUNIOR HIGH SCHOOL PUPILS

education is to contribute to the pupils' success as persons, family members,
ences must be planned in the light of the individual differences that exist
ng necessitates that teachers be aware of the pupils' personal and family goals,
are, and guide them to progress toward these goals at rates suited to their
ing statements are suggested ways and means of meeting these abilities and needs.
fluences affecting family living in our communities within the city:

d understandings which form the foundations of home and family life and
ems of real importance to their age groups.

e more than a mere sampling of courses designed for secondary-school youths.
rmulate a foundation of learnings which are deep-reaching and thorough.

e who understand their needs and feelings - people who can help them adjust
own growth.

to explore and to use imagination in planning and carrying out short,
thin long-term units of study.

making vocational choices, but they need to begin making decisions about
o do and can do well.

th modern scientific research advancements and their importance to the

ncourage the students to learn how to do critical thinking and make wise decisions.

engage in experiences for leisure time at the present and in the future.

help the pupils develop desirable values, understandings, and appreciations for

ed home economics activities in the curriculum to better prepare the students
eir home responsibilities.

ds to be well-rounded because this is the only school opportunity some of the
ith home economics learnings.

ity in the learning experiences to meet the needs of the slow-learner, the potential
child, as well as the average youngster.

13. It is important for the pupils to practice many varied manual skills wh
    experiences and give them satisfaction in creative pursuits.

14. They need activities to provide opportunity to experience social circum

15. A variety of units is helpful in taking care of their short interest sp

16. Assist the pupil in creating something which will net the satisfaction

17. Assist the pupil to appraise his achievement in an honest, objective m

18. Whenever possible, objectives should be set up through parent-pupil-te

19. There is great need to be well informed on families in the community.
    to gain this information, such as observations, reading pupil questionn
    personnel and community people. The following are a few major characte
    school districts are as different as two separate towns might be:

    a. Many of the families rarely eat meals together.
    b. Most of the fathers are employed in the steel industry.
    c. A variety of nationalities are represented - religions ar
    d. Family traditions are strong and rigid.
    e. Multiple dwellings are common.
    f. Wages are high; spending is free.
    g. Parents often have language barriers.
    h. Several are transient - resulting in a somewhat insecure
    i. Large numbers are one-parent families.

To better equip the pupils with the tools they need for living well, as well as
must offer more education, better education, and effective teaching.

ils to practice many varied manual skills which will broaden their
atisfaction in creative pursuits.

vide opportunity to experience social circumstances.

ul in taking care of their short interest span and excess energy.

g something which will net the satisfaction of achievement.

e his achievement in an honest, objective manner.

es should be set up through parent-pupil-teacher planning.

ell informed on families in the community. There are several methods
uch as observations, reading pupil questionnaires, talking with school
ple. The following are a few major characteristics of Gary families;
fferent as two separate towns might be:

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nationalities are represented - religions are different.
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lings are common.
h; spending is free.
have language barriers.
ransient - resulting in a somewhat insecure home life.
are one-parent families.

tools they need for living well, as well as for earning a living, we
ducation, and effective teaching.

The Scope For The Junior High School

A L L - P U R P O S E M A J O R A R E A S O F L E A R N I N G

36 Weeks

	12 Weeks	12 Weeks	12 Weeks
7th Grade	Making and Keeping Friends Helping To Care For Young Children	Foods For Health Better Breakfasts	Improving Personal Appearance Learning To Sew
8th Grade	Nutritional Needs Of Teen-Agers Brunches, Luncheons, And Snacks	Developing Social and Personal Awareness Let's Entertain	Making And Repairing My Clothes
9th Grade	Home Improvement Budgeting Family Resources	Family Meals And Hospitality New Dishes For The Family	Wardrobe Planning Sewing For Myself And Family

7TH GRADE

Making And Keeping Friends

OBJECTIVES	LEARNING EXPERIENCES	GEN
To understand the importance of friendship with one's peers, family members, and other adults	Discuss: What is a friend? The importance of being likeable and having friends. Make a list of do's and don'ts for making and keeping friends. Have question box in which students turn in problems concerning getting along with others. Set up a panel of class members to discuss problems and arrive at solutions. Divide into committies, report on courtesy and etiquette for different occasions: at home, on the street, at school on the telephone making introductions carrying on a conversation Committees prepare skits on manners in different situations. Suggest ways of assuming your share of the responsibility for: getting along with parents getting along with other adults in the family getting along with brothers and sisters having fun with the family Read text and magazines; review selected television programs and newspaper articles related to the class objectives. Discuss how the use of one's leisure time may improve one's relationship with others. List hobbies and activities which may help two or more people become friends. List methods people may unconsciously use to evade people.	A good charac Tolera happy others A pers place recogn creati conver speci unself izatic

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
Discuss: What is a friend? The importance of being likeable and having friends. Make a list of do's and don'ts for making and keeping friends. Have question box in which students turn in problems concerning getting along with others. Set up a panel of class members to discuss problems and arrive at solutions. Divide into committees, report on courtesy and etiquette for different occasions: at home, on the street, at school on the telephone making introductions carrying on a conversation Committees prepare skits on manners in different situations. Suggest ways of assuming your share of the responsibility for: getting along with parents getting along with other adults in the family getting along with brothers and sisters having fun with the family Read text and magazines; review selected television programs and newspaper articles related to the class objectives. Discuss how the use of one's leisure time may improve one's relationship with others. List hobbies and activities which may help two or more people become friends. List methods people may unconsciously use to evade people.	A good friend has many desirable characteristics. Tolerance is necessary for maintaining happy relationships with family and others. A person has an opportunity to make a place for himself in the world if he recognizes his own possibilities such as creative ability, making friends, conversation, leadership, adaptability, special talents, interests, courtesy, unselfishness, promptness, and organizational ability.

7TH GRADE

Helping To Care For Young Children

OBJECTIVES	LEARNING EXPERIENCES
Development of some skill in giving young children the kind of care and guidance that promotes wholesome growth and development	Observe and carry out projects with kindergarten pupils. Choose an imaginary toy or game for a child and discuss the purpose of each. Share experiences of behavior observed in children playing in a group. Look for emotional and physical developments particularly. Make a reference book including pictures and comments to correlate with learnings. Show picture illustrations of babies performing various activities. (These may be students.)
To help pupils understand how children develop physical habits and attitudes	Study references for a meaning of play as a small child sees it. Assist in supervised play of children and report to class on behavior observed. Practice a story-telling time. Study the role of an older brother or sister.
To understand how discipline affects the ways a child acts.	Discuss the purpose of discipline. Role play a situation which might occur when baby sitting. Observe young children and report situations which occur showing self discipline. List and discuss common problems which occur when caring for children. List some practical rules of discipline.
Understanding of learnings and ability to transfer them when baby sitting	Make a baby sitting bag of tricks to take along when you baby sit. Role play how to greet a child for the first time. List responsibilities of a baby sitter.

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
arry out projects with kindergarten nginary toy or game for a child and urpose of each. nces of behavior observed in children group. Look for emotional and lopments particularly. nce book including pictures and orrelate with learnings. illustrations of babies performing vities. (These may be students.) nces for a meaning of play as a small t. pervised play of children and report behavior observed. tory-telling time. le of an older brother or sister. purpose of discipline. situation which might occur when . g children and report situations which g self discipline. cuss common problems which occur when hildren. actical rules of discipline. sitting bag of tricks to take along y sit. w to greet a child for the first sibilities of a baby sitter.	Discipline is a kind of teaching that helps children to know right from wrong. Children need discipline from their parents as much as they need love and food. Desirable play habits are necessary to the complete and well-rounded development of the child. Adults and older children have a definite responsibility in the formation of desirable habits in a young child. Toys and games promote coordination, use of the senses, imagination, and cooperation.

7TH GRADE

Foods For Health - and - Better Breakfasts

OBJECTIVES	LEARNING EXPERIENCES	
To understand the importance of a balanced diet and to stimulate interest in preparing foods	Use food models to set up a day's meals for the family. (For the purpose of gaining insight into family meal patterns.) Discuss factors affecting food needs and utilization in relation to activity and period of special needs. Make a food chart using food nutrients. Compare prices in the daily paper for items used at home. Make market order and go on shopping field trip. Maybe do some problems on buying. Display food packages, tins, and cartons, to learn to read and use information in making choices. Explore and become acquainted with food preparation facilities.	Planni saves
To understand the basic principles and methods of cookery	Practice table setting for family breakfast. Involve some home situation. Learn to use equipment as they learn mixing techniques during food preparation.	An att adds
To develop ability to plan and prepare light meals	Plan and prepare two-dish breakfast menus according to the Kohler Method. Suggestions are: Fresh Fruit and Toast Homemade Biscuits and Honey Butter Fruit Muffin and Cocoa Brunch of cumulative learnings Holiday breakfast Scrambled Eggs and Blueberry Muffins Broiled Bacon and Fruit Pinwheel Biscuits Pancakes and Syrup Cooked Fruit and Hot Muffin	The t be pl other nutri

7TH GRADE

eakfasts

LEARNING EXPERIENCES	GENERALIZATIONS
e food models to set up a day's meals for the mily. (For the purpose of gaining insight into mily meal patterns.)	Planning and organization of work saves time for the worker.
scuss factors affecting food needs and ilization in relation to activity and period special needs.	
ke a food chart using food nutrients.	
mpare prices in the daily paper for items ed at home.	
ke market order and go on shopping field trip. ybe do some problems on buying.	
splay food packages, tins, and cartons, to arn to read and use information in making choices.	
plore and become acquainted with food eparation facilities.	
actice table setting for family breakfast. volve some home situation.	An attractively arranged table adds to the success of the meal.
arn to use equipment as they learn mixing chniques during food preparation.	
an and prepare two-dish breakfast menus ccording to the Kohler Method. Suggestions re: Fresh Fruit and Toast Homemade Biscuits and Honey Butter Fruit Muffin and Cocoa Brunch of cumulative learnings Holiday breakfast Scrambled Eggs and Blueberry Muffins Broiled Bacon and Fruit Pinwheel Biscuits Pancakes and Syrup Cooked Fruit and Hot Muffin	The three meals of the day should be planned in relation to each other so that all necessary food nutrients will be included.

7TH GRADE

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES	GE
To understand the meaning and importance of good grooming	Show film "As Others See You," and emphasize the need for proper food, rest, and exercise. Use check list: What Do You Know About Grooming? Demonstrate and discuss care and problems concerning hair, complexion, hands, body, and feet. Resource persons can contribute a great deal in encouraging higher standards of appearance (nurse, beautician, etc.) Discuss the social aspect of grooming. Practice removal of spots commonly encountered on clothing. Learn to do tasks which will enable one to be better groomed (pressing drip-dry blouse, bleaching dingy clothing, and exercising to enhance the figure.) Display and discuss appropriate accessories for various costumes. Set up a store, role play how to buy garments wisely. Use film as blouse movie circulated by Ship and Shore Company. Study and discuss the purpose of foundation garments and how to purchase them.	Wise c are es If one perso good g Good p and co and he on the

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
'As Others See You," and emphasize or proper food, rest, and exercise. list: What Do You Know About Grooming? e and discuss care and problems hair, complexion, hands, body, ersons can contribute a great deal aging higher standards of appearance eautician, etc.) e social aspect of grooming. emoval of spots commonly encountered g. lo tasks which will enable one to be oomed (pressing drip-dry blouse, dingy clothing, and exercising to he figure.) nd discuss appropriate accessories us costumes. store, role play how to buy garments Use film as blouse movie circulated nd Shore Company. discuss the purpose of foundation and how to purchase them.	Wise choice and use of toiletries are essential to good grooming. If one desires to present a good personal appearance at all times, good grooming must become habitual. Good personal grooming gives poise and confidence to the individual and helps create a good impression on the world.

7TH GRADE

Learning To Sew

OBJECTIVES	LEARNING EXPERIENCES
Understanding fundamentals of clothing construction	Discuss selection and use of necessary small equipment. Watch demonstrations on selection, buying, and shrinking of garment fabric. Display pressing equipment. Discuss correct pressing technique. (All new steps of construction are shown to the class when needed - either in mass or small groups as progress staggers.)
To gain an understanding of the names and the functions of the principal parts of the sewing machine.	Demonstrate and discuss the functions of the major parts of the sewing machine. Students practice correct sewing machine techniques. Complete garments, such as pull-over blouse or shift and simple skirt. Model for social activities carried out by the three groups.

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
selection and use of necessary small .	Neatness and cleanliness in both person and clothing is required for an attractive appearance.
monstrations on selection, buying, and g of garment fabric.	
ressing equipment.	Good grooming expresses both self-respect and consideration for others
orrect pressing technique.	
steps of construction are shown to the en needed - either in mass or small groups ess staggers.)	Personal satisfaction and social acceptability are related to good grooming.
ate and discuss the functions of the rts of the sewing machine.	
practice correct sewing machine es.	
garments, such as pull-over blouse or d simple skirt. Model for social es carried out by the three groups.	

7TH GRADE — TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled ( ) number indicates teaching working with that group.
Most days teacher will have opportunity to work with all groups.

	Monday	Tuesday	Wednesday	Thursday
1st Week	(1) Orientation of all students to the all-purpose teaching situation. (2) Plan objectives of the three areas cooperatively. Suggest areas - Receive student opinions.		(3) Group pupils in areas by interests, ne or sociogram. (4) Do some activity in each area: 1. Demonstrate Cinnamon Toast 2. Give a manicure 3. Make paper toys for pre-school children	
2nd Week	(1) Discuss kitchen procedures and policies. 2. Work sheet - Health Factors Related to Grooming. (3) Use of baby pictures as a springboard on discussion of - Growth & Development.	1. Organize unit kitchen. Laboratory planning. (2) Display and discuss first project, sewing tools needed. (3) Discussion of toys for children.	(1) Make Master Mix. Discuss the Go, Grow, and Glow Foods. 2. Work sheet - Understanding how to care for hair, face, teeth, hands & feet. 3. Reading assignment - Developing physical habits & attitudes.	1. Girls prepare from Master M (2) Begin groomin books. Cut p etc. (3) Filmstrip: Se Children's
3rd Week	(1) Demonstrate Coffee Cake from Master Mix. Show differences in techniques: beating, stirring, etc. 2. Let students experiment with make up. (3) Bring toys to class and discuss the purpose of each.	1. Laboratory planning. (2) Discuss manicures and pedicures.(One student might demonstrate.) 3. Make plans for time and places to observe children in a group.	1. Laboratory Lesson Coffee Cake Milk 2. Acquaint student with skirt hemming. Sew ripped seam. (3) Discuss discipline as related to children.	(1) Serving & ev of cooking e ience. (2) Inventory wa Discuss need 3. List imagina problems an of handling
4th Week	1. Reading assignment or work sheet on Measuring or Quick Bread Principles. 2. Continue sewing machine activity (3) Discuss the role of an older brother and sister.	(1) Interpretation of recipes. Demonstrate muffins, use of the oven. 2. Practice stitching on machine. Learn parts. 3. Plan a skit showing a family situation with problems.	1. Laboratory Lesson Plai[illegible]ffins (2) Discuss purchasing of fabric, sewing terms. 3. Present skits.	→ Variati Muffins (2) Test beginn constructio 3. Evaluate sk for a take on the rol baby sitte

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

g working with that group.
y to work with all groups.

1. Foods
2. Clothing
3. Child Care

	Wednesday	Thursday	Friday
s.	(3) Group pupils in areas by interests, needs, or sociogram. (4) Do some activity in each area: 1. Demonstrate Cinnamon Toast 2. Give a manicure 3. Make paper toys for pre-school children		1. Introduction to foods: What we eat food. Why we need food. 2. Questionnaire: What Do You Know About Grooming? Filmstrip: Grooming 3. Work sheet - What Does A Baby Need?
tchen. ing. uss ewing oys	(1) Make Master Mix. Discuss the Go, Grow, and Glow Foods. 2. Work sheet - Understanding how to care for hair, face, teeth, hands & feet. 3. Reading assignment - Developing physical habits & attitudes.	1. Girls prepare foods from Master Mix. (2) Begin grooming notebooks. Cut pictures, etc. (3) Filmstrip: Selecting Children's Toys	(1) Bake cookies, serve, and evaluate. 2. Invite resource person to talk to the group. (3) Test - paper and pencil.
ing. s ne mon- ime serve oup.	1. Laboratory Lesson Coffee Cake Milk 2. Acquaint student with skirt hemming. Sew ripped seam. (3) Discuss discipline as related to children.	(1) Serving & evaluation of cooking experience. (2) Inventory wardrobe. Discuss needs. 3. List imaginary problems and ways of handling them.	(1) Review 2. Quizz (3) Future plans
n of ching Learn howing uation s.	1. Laboratory Lesson Plain Muffins → Variation of Muffins (2) Discuss purchasing of fabric, sewing terms. 3. Present skits.	(2) Test beginning construction 3. Evaluate skits for a take off on the role of baby sitter.	1. Evaluation (2) Review 3. Special projects

8TH GRADE

Nutritional Needs of Teen-Agers - and - Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES	
Understanding the importance of desirable nutritional habits	Each pupil should evaluate his own diet in terms of his bodily needs. Plan for one day meals which do not meet the average daily requirement. Exchange papers, determine the missing foods, correct the menus, and figure the calories.	Nutrit activi Planni time a
Ability to manage more effectively the practices in planning, preparing, and serving family meals	Review the previous learning by preparing a quick brunch. The pupils need to study and share learnings related to food buying, costs, principles of cookery, and nutrition. Prepare two-dish luncheon menus planned around Basic Four set up according to the Kohler Method. Salad Plate and Bread Vegetable Plate and Beverage Emergency shelf meal Hot sandwich and choice of accompaniment Casserole and new quick bread Creamed food and bread stuff Soup and sandwich Holiday party snacks Luncheons of comulative learnings Guest lunches	The th be pla so tha will b A mini need n unappe Carefu and st satisf The pr foods the pa danger

8TH GRADE

runches, Luncheons, and Snacks

LEARNING EXPERIENCES	GENERALIZAGIONS
should evaluate his own diet in terms ily needs. ne day meals which do not meet the ily requirement. Exchange papers, the missing foods, correct the menus, the calories. previous learning by preparing a ch. need to study and share learnings food buying, costs, principles of nd nutrition. wo-dish luncheon menus planned around set up according to the Kohler Method. ad Plate and Bread etable Plate and Beverage rgency shelf meal sandwich and choice of accompaniment sserole and new quick bread amed food and bread stuff up and sandwich liday party snacks ncheons of comulative learnings est lunches	Nutritional needs vary with size, activity, sex, and climate. Planning and organizing work saves time and energy of the worker. The three meals of the day should be planned in relation to each other so that all necessary food nutrients will be included. A minimum of food expenditures need not mean uninteresting, unappetizing, inadequate meals. Careful analysis of quality, brands, and standards may result in greater satisfaction from the money spent. The proper care and handling of foods may prevent waste, increase the palatability and decrease the danger of infection.

8TH GRADE

Developing Social and Personal Awareness

OBJECTIVES	LEARNING EXPERIENCES	
To understand the factors which contribute to personality development	What factors influence personality development? Discuss desirable and undesirable traits. Formulate a check list. Use to rate self and others. Write a paper on "The Most Interesting Person I Know". Discuss the effect habit has on our lives. Discuss indications of good mental health. Observe behavior of people in public places. Discuss common need for approval.	Pers if cons Gett peo star and Some rel act clo Happ depe adj
To increase ability to make adjustments in social life	Dramatize making introductions, being a good listener, and leading the conversation. Make invitations, replies, and bread and butter letters for a display. Plan and carry through a social function using cumulative learnings. Work with foods and clothing groups in planning and carrying out the project. Set up a plan for the pupils to act as hostesses when someone enters the room. Have a film, such as "Social Courtesy", shown.	

8TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
tors influence personality development?	Personality traits may be improved if one is interested in working conscientiously toward that end.
desirable and undesirable traits. e a check list. Use to rate self and	Getting along with all of the people around us requires understanding, being a good sport, and being cooperative.
paper on "The Most Interesting Person	
the effect habit has on our lives.	Some conflict is normal in any close relationship. Disagreement may be actually used to bring about a closer relationship.
indications of good mental health.	
behavior of people in public places.	Happiness and success in school depends upon satisfactory social adjustment.
common need for approval.	
ze making introductions, being a good r, and leading the conversation.	
vitations, replies, and bread and butter for a display.	
d carry through a social function using ive learnings. Work with foods and g groups in planning and carrying out ject.	
a plan for the pupils to act as hostesses meone enters the room.	
film, such as "Social Courtesy", shown.	

8TH GRADE

Let's Entertain

OBJECTIVES	LEARNING EXPERIENCES	
To acquire ease in social etiquette	Holidays should be recognized by preparing appropriate foods. Plan invitations, food, place to be held, decorations, being a good hostess, and setting the table for several activities. Cooperate with other two areas and present a style show and demonstration of their learnings. Plan for suitable entertainment for various occasions. Discuss the meaning of hospitality, its origin, the forms used in Old England, in colonial days, etc. Contrast to the old and new forms of expressing hospitality. Discuss factors involved in entertaining guests overnight or for the weekend. Evaluate from the standpoint of attractiveness of table or room, appearance and taste of refreshments, laboratory practices, work schedule, hostess activities, entertainment, and serving of refreshments.	Ent we and The ext mat

8TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
lidays should be recognized by preparing ppropriate foods. lan invitations, food, place to be held, ecorations, being a good hostess, and setting e table for several activities. operate with other two areas and present a tyle show and demonstration of their learnings. lan for suitable entertainment for various casions. iscuss the meaning of hospitality, its origin, he forms used in Old England, in colonial days, tc. Contrast to the old and new forms of xpressing hospitality. iscuss factors involved in entertaining guests vernight or for the weekend. valuate from the standpoint of attractiveness f table or room, appearance and taste of refresh-ents, laboratory practices, work schedule, ostess activities, entertainment, and serving f refreshments.	Entertaining can be inexpensive if we learn to make our own decorations and refreshments. The spirit behind the hospitality extended is more important than its material expression

Making and Repairing My Clothes

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of caring for one's clothing	Give demonstration on mending rips, darnin patching tears, and general up-keep of clo
Understanding of more difficult garment construction	Review by taking a practical test on learn to be repeated, such as sewing machine use care, pattern and fabric purchasing. Visit store to price, perhaps purchase fat and see the latest fashion trends. Construction of skimmer, jumper, and tailo blouse (or comparable projects). Remodel or repair a garment for yourself o family member. Change the basic pattern some way to incre individuality. Make or select suitable accessories, such cummerbund, scarf, tie, or top. Write script for style show and give one conjunction with the social function spons by the Manners for Teens group. Each step is demonstrated by teacher or ca student at the proper time. Display garme progress for comparison with other garmen Also, samples are helpful and serve as exp ation sheets.

8TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
demonstration on mending rips, darning socks, hing tears, and general up-keep of clothing.	Clothes kept in good condition will last longer. Keeping garments repaired will reduce clothing expenditures.
ew by taking a practical test on learnings e repeated, such as sewing machine use and , pattern and fabric purchasing.	Skill results from continued practice of good techniques.
t store to price, perhaps purchase fabric, see the latest fashion trends.	
truction of skimmer, jumper, and tailored se (or comparable projects).	Keeping clothes in good condition makes them look neater and wear longer.
del or repair a garment for yourself or ily member.	
nge the basic pattern some way to increase ividuality.	
e or select suitable accessories, such as merbund, scarf, tie, or top.	
te script for style show and give one in junction with the social function sponsored he Manners for Teens group.	
h step is demonstrated by teacher or capable dent at the proper time. Display garments in gress for comparison with other garments. o, samples are helpful and serve as explan- on sheets.	

8TH GRADE

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled ( ) number indicates teacher working with that group.

	Monday	Tuesday	Wednesday	Thursday
1st Week	(1) Orientation of all students to all-purpose teaching. (2) Plan objectives of the three areas (3) Explain rotating procedures		(4) Group pupils according to interest needs, or by sociogram. (5) Demonstrate an activity in each ar 1. Low calorie snack 2. Blind hemming by machine 3. Observe classmates and note habits they have.	
2nd Week	1. Foods - pass work sheet on building blocks, basic food (2) Review and discuss functions and use of sewing equipment (3) Work sheet on personal and social awareness	(1) Introduction to foods What Foods Do For The Body 2. Practical test on threading and stitching. 3. Show film on Personality (Inform pupils what to look for.)	(1) Plan snacks of varying nutrients and calories. (2) Student practice stitching. Use of attachments. 3. Formulate personality check list. Write paper on Most Interesting Personality	1. Laboratory - Vegetable Re and Skimmed M Sandwich wit and 3% Milk. (2) Discuss impor of time at m Stress unit (3) Discussion ar of last two d
3rd Week	1. Guide questions on brunch to study & discuss. Plan brunch menu. (2) Students take measurements, select pattern size and type. 3. Read assignment Worksheet - Family Relations	1. Make time schedule practice measuring and operation of equipment. (2) Discuss - How To Purchase Materials. Filmstrip:McGraw-Hill (3) Discuss - The Role of the children in the family.	(1) Teacher demonstrate lesson techniques and principles. Pupils practice table setting. 2. Read assignment on: Unit Sewing, Sewing Vocabulary. 3. List some family problems and possible solutions.	1. Laboratory Apple Sauc Scrambled Eg Coffee Cake Milk 2. Filmstrip or Cutting & Co tion (3) Role-play pe relationship peers in the
4th Week	(1) Discuss milk group. Taste a variety of milks. Study and plan luncheons around milk. (2) Due date for clothing materials. Girls begin layouts. 3. Plan a skit on some phase of family life.	(1) Teacher demonstrate new learnings. Pupils plan and do advance preparation. (2) Actual construction begins (3) Present skits as a springboard for discussion.	1. Laboratory (two girls are cooks) Creamed Chicken on Baked Potato Relishes (2) Construction (3) Sharing in the family responsibilities. Responsibilities of older members.	1. Laboratory (two girls co Creamed Tuna o Mashed Potato N Vegetable Sal (2) Construction (3) Sharing in family resou

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

working

1. Foods
2. Clothing
3. Social Awareness

	Wednesday	Thursday	Friday
urpose	(4) Group pupils according to interest, needs, or by sociogram. (5) Demonstrate an activity in each area: 1. Low calorie snack 2. Blind hemming by machine 3. Observe classmates and note habits they have.		(1) Foods - put kitchen in working order 2. Clothing - pretest to find needs (3) Introduction to third unit of work.
foods or The on stitch- erson- pupils or.)	(1) Plan snacks of varying nutrients and calories. (2) Student practice stitching. Use of attachments. 3. Formulate personality check list. Write paper on Most Interesting Personality	1. Laboratory - Vegetable Relishes and Skimmed Milk Sandwich with 2% and 3% Milk. (2) Discuss importance of time at machine. Stress unit sewing. (3) Discussion and review of last two days.	(1) Test on Building Blocks 2. Reading assignment on measurements, pattern information. Practice basting. (3) Test on personality
dule ring of To ials. aw-Hill Role n in	(1) Teacher demonstrate lesson techniques and principles. Pupils practice table setting. 2. Read assignment on: Unit Sewing, Sewing Vocabulary. 3. List some family problems and possible solutions.	1. Laboratory Apple Sauce Scrambled Eggs Coffee Cake Butter Milk 2. Filmstrip on Layout, Cutting & Construction (3) Role-play personal relationships with peers in the family	(1) Clean up and prepare bulletin board (2) Discuss problems of the week. Test - all three areas (Pencil and Paper)
trate Pupils vance ction as a r	1. Laboratory (two girls are cooks) Creamed Chicken on Baked Potato Relishes (2) Construction (3) Sharing in the family responsibilities. Responsibilities of older members.	1. Laboratory (other two girls cook) Creamed Tuna on Mashed Potato Nest Vegetable Salad (2) Construction (3) Sharing in family resources.	(1) Discuss problems. Do laundry. Plan for future lessons. (2) Construction (3) Paper and pencil test

9TH GRADE

Home Improvement

OBJECTIVES	LEARNING EXPERIENCES
To acquaint students with ideas for improving their housing	Let students bring in floor plans of different homes. Let students draw floor plans and compare with one taken from a book. Discuss the areas in a home.
To give students some understanding of how space and storage may be found in a home	Set up a model home (using cardboard) to discuss furniture arrangement and space-saving ideas. Discuss closet arrangements drawer dividers shoe racks blouse hangers skirt hangers Make a display of all the storage-saving devices brought in by the children.
To help students realize that everything needed in the home need not be purchased	Make some closet accessories. These may be decorated with stick-tight paper or Rubrack and other scraps found in the clothing room.
To give a better understanding about furnishings for the home	Collect colored pictures of rooms of furniture (different kinds). Collect and display pictures of rooms that have been designed and decorated by teen-agers. Discuss the sharing of a room by children in a home.

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
tudents bring in floor plans of different . tudents draw floor plans and compare with aken from a book. ss the areas in a home.	Poor housing affects the mental and physical health of family members.
p a model home (using cardboard) to discuss ture arrangement and space-saving ideas. ss closet arrangements drawer dividers shoe racks blouse hangers skirt hangers a display of all the storage-saving devices ht in by the children. some closet accessories. These may be ated with stick-tight paper or Rubrack ther scraps found in the clothing room.	Good storage is a necessity in any home.
ct colored pictures of rooms of ture (different kinds).	The price of a piece of furniture is not always an index of value.
ct and display pictures of rooms that been designed and decorated by teen-agers.	Comfort and convenience are of primary importance when choosing home furnishings.
ss the sharing of a room by children in e.	

Home Improvement, continued

OBJECTIVES	LEARNING EXPERIENCES
To teach students some techniques in caring for the home	Discuss care of the home: daily, weekly, seasonal. Show students how to make a bed properly. Have a lesson on cleaning and polishing furniture. Use cardboard models to teach furniture arrangement. Discuss safety in the home.
To help students understand something about color and decoration	Discuss color and harmony in the home. Consider the art principles in relation to our homes. Compare pictures, vases, lamps, etc., for design and color. Invite the art teacher to discuss arrangement and selection of pictures. Culminate by each student making something for his home, as a springboard for budget discussion.

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
uss care of the home: daily, weekly, seasonal. students how to make a bed properly. a lesson on cleaning and polishing furn-	A happy and efficiently managed home depends largely upon the cooperation of its family members.
ardboard models to teach furniture gement. ss safety in the home. ss color and harmony in the home. Consider art principles in relation to our homes. are pictures, vases, lamps, etc., for gn and color. te the art teacher to discuss arrangement selection of pictures. inate by each student making something for home, as a springboard for budget discussion.	The exposure, size, and use of a room will influence the choice of colors used.

9TH GRADE

Budgeting Family Resources

OBJECTIVES	LEARNING EXPERIENCES
To help students understand good buymanship	Discuss sales and bargains. Discuss plans of buying. Role play buying a garment in a department store. Role play, in cooperation with the foods group, choosing between two food products by using different brands.
To teach students some of the qualities of a good shopper.	Conduct a label-reading clinic. Discuss the pros and cons of advertising. Discuss federal requirements for labels.
To help students understand the purpose of budgeting	Discuss budgeting and financial plans. Show different methods of keeping within a budget. Discuss family resources. Have each student keep a plan of their expenditures for a week. Plan a skit on "Getting The Most For Your Money."
Understanding of management problems individuals have in everyday living	Discuss saving in the family and reasons for saving. Plan a time schedule for getting ready for school. Follow it for a week. Discuss its merits and shortcomings. List your expenditures for a week and work on a budget, perhaps a moderate and a very conservative one. Suggest methods which would enable you to save for a short and long period of time.

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
iscuss sales and bargains. Discuss plans of uying.	Careful analysis of advertisements and sales may aid in buying wisely.
ole play buying a garment in a department store.	
ole play, in cooperation with the foods group, hoosing between two food products by using ifferent brands.	
nduct a label-reading clinic.	A knowledge of brands, labels, and standards leads to more intelligent selection of goods.
scuss the pros and cons of advertising.	
scuss federal requirements for labels.	
scuss budgeting and financial plans. Show ifferent methods of keeping within a budget.	Family members must cooperate in keeping needs and desires within the family income.
scuss family resources.	
ave each student keep a plan of their xpenditures for a week.	Planning for and keeping accounts of monetary expenditures helps in securing optimum satisfaction from money spent.
an a skit on "Getting The Most For Your Money."	
iscuss saving in the family and reasons for aving.	
an a time schedule for getting ready for school. ollow it for a week. Discuss its merits and hortcomings. List your expenditures for a week nd work on a budget, perhaps a moderate and a ery conservative one.	
uggest methods which would enable you to save or a short and long period of time.	

Budgeting Family Resources, continued

OBJECTIVES	LEARNING EXPERIENCES
Understanding of management problems individuals have in everyday living, continued	Role play to demonstrate the value of careful spending. Prepare a garment, food, or cosmetic display and have students show desirable buying procedure. Work cooperatively with foods students on cost of food, energy expended, and time consumed to arrive at some conclusion.

9TH GRADE

ntinued

LEARNING EXPERIENCES	GENERALIZATIONS
Role play to demonstrate the value of careful spending.	Techniques of good home management are required.
Prepare a garment, food, or cosmetic display and have students show desirable buying procedure.	A financial plan is needed if we are to achieve our goals.
Work cooperatively with foods students on cost of food, energy expended, and time consumed to arrive at some conclusion.	Our evaluation of use of time is decided by our objectives, values, and attitudes.
	Selecting what is worth having helps to secure what we want.

9TH GRADE

Family Meals and Hospitality - and - New Dishes For The Family

OBJECTIVES	LEARNING EXPERIENCES	GE
Understanding that an adequate diet includes the essential nutrients for maximum development and maintenance of the body	Plan diets, such as those for people who dislike milk or vegetables. Discuss research problems on food fads and fallacies and consider their influences on good nutrition. Learn to eat well, but not gain weight. Plan breakfast and dinner menus to accompany the school lunches.	Usu and it. Pro pal val
Understanding of food preparation and techniques Knowledge of principles involved in preparation of various foods included in our study	Learn these as they are presented in the new learnings. (Food preparation and techniques) These can best be learned as each area is experienced. For example: learn food value of meats when meat cookery is studied. (Principles of cookery) Prepare foods similar to those suggested in the list below: . Meat cuts and preparations . New vegetables and new preparations for the common ones . Salad dressings . Unusual twists for mixes . Breads, new and different . Timed dinners . Cost level meals . Guest meals . Exchange family recip . Holiday meals Prepare meals incorporating new learnings every four weeks. Give practical examinations: for example, let each girl draw and prepare food according to learnings	Gen a c amo tim veg coo veg les eno

9TH GRADE

New Dishes For The Family

LEARNING EXPERIENCES	GENERALIZATIONS
lan diets, such as those for people who dislike ilk or vegetables. iscuss research problems on food fads and allacies and consider their influences on ood nutrition. earn to eat well, but not gain weight. lan breakfast and dinner menus to accompany he school lunches. earn these as they are presented in the ew learnings. (Food preparation and techniques) hese can best be learned as each area s experienced. For example: learn food alue of meats when meat cookery is tudied. (Principles of cookery) repare foods similar to those suggested n the list below: t cuts and preparations . Timed dinners vegetables and new preparations . Cost level meals the common ones . Guest meals ad dressings . Exchange family recipes sual twists for mixes . Holiday meals ads, new and different repare meals incorporating new learnings very four weeks. ive practical examinations: for example, et each girl draw and prepare food according o learnings	Usually the meat is selected first and the other foods planned around it. Proper cooking of meats increases palatability and also saves food value. Generally, vegetables are cooked in a covered utensil, in the smallest amount of water and for the shortest time possible. However, green vegetables become dull and brown if cooked this way. Also strong flavore vegetables, except cabbage, will be less palatable if not cooked in enough water.

9TH GRADE

Wardrobe Planning

OBJECTIVES	LEARNING EXPERIENCES
To develop the ability to select clothing which is becoming to the individual	Discuss styles which are becoming to various personality and figure types. Define a basic wardrobe and learn how to plan one.
To develop the ability to plan for appropriate accessories which will add variety to the wardrobe and will extend the basic wardrobe.	Select pictures which show basic dresses. Note how the accessories were used. Find good and poor examples. Arrange on the bulletin board. Discuss and show how too many accessories can ruin the effect of an ensemble.
To gain an understanding of how to dress attractively and suitably on the money the individual can spend.	Decide the amount of money which can be used for clothing expenditures. Plan using the money to buy the needed supplements for the present wardrobe. Compare cost, construction, and fabric of a ready-made and a custom-made garment. Plan and make a garment to supplement the current wardrobe.

9TH GRADE

	LEARNING EXPERIENCES	GENERALIZATIONS
ect the an for h will and will how it- dual	Discuss styles which are becoming to various personality and figure types. Define a basic wardrobe and learn how to plan one. Select pictures which show basic dresses. Note how the accessories were used. Find good and poor examples. Arrange on the bulletin board. Discuss and show how too many accessories can ruin the effect of an ensemble. Decide the amount of money which can be used for clothing expenditures. Plan using the money to buy the needed supplements for the present wardrobe. Compare cost, construction, and fabric of a ready-made and a custom-made garment. Plan and make a garment to supplement the current wardrobe.	Personal satisfaction is achieved through the ability to select colors suitable for the individual. Basic custumes which are simple in design increase the apparent size of one's wardrobe. Accessories are items which add to the appearance and usefulness of a costume. Careful thought should be given when choosing accessories to add the desired touch. Making a plan will help to get the most for the money. The clothing budget can be stretched with home sewing and the restyling of garments.

9TH GRADE

Sewing For Myself and Family

OBJECTIVES	LEARNING EXPERIENCES
Understanding construction methods of more difficult garments	Study fabrics new to students. Fill out measurements chart, buying outline, and budget guide to be used in pupil-teacher conference. Construction of project with the following problems: collar, set-in sleeves, several buttonholes, and hems. Blouses and skirts, dress, jumper, pajamas, bermudas, beach coat, and unlined coat. Write skit and present review at P.T.A. meeting or some other parent activity.

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
Study fabrics new to students. Fill out measurements chart, buying outline, and budget guide to be used in pupil-teacher conference. Construction of project with the following problems: collar, set-in sleeves, several buttonholes, and hems. Blouses and skirts, dress, jumper, pajamas, bermudas, beach coat, and unlined coat. Write skit and present review at P.T.A. meeting or some other parent activity.	A well-fitted garment will result if one buys the size and type of pattern which comes nearest to fitting his figure and alters it properly. Pressing as you go helps avoid the "fireside look". It is essential to recognize individual ability when planning a sewing construction project. Decisions concerning ready-made or home-constructed garments will vary according to the needs, interests, and abilities of the individuals concerned.

9TH GRADE TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled ( ) number indicates teacher working with that group.

	Monday	Tuesday	Wednesday	Thursday
1st Week	1. Introduction to class, laboratory procedures, etc. 2. Requirement for sewing & classroom procedures. 3. Introduction to course and room procedures, rotation, etc. →	1. Exploratory laboratory lesson. 2. Review of the sewing machine	1. Work sheet: Food Nutrients and The Body (2) Practice stitching 3. Work sheet: Ways of Improving Housing	(1) Discussi work she 2. Introduc vocabula old. 3. Continue sheet an assignme
2nd Week	1. Reading assignment: A Good Breakfast (2) Demonstration of a layout 3. Reading assignment: Space & Storage	(1) Plan for laboratory lesson 2. Discuss cutting, pattern markings. 3. Display aids in storage for the home.	1. Review a luncheon lesson → 2. Take measurements. Conference on purchasing materials (3) Make cardboard closet, using s dividers, etc. to demonstrate	Simila expe
3rd Week	(1) Review measurements, cookery, techniques. 2. Deadline for materials layouts and cutting. 3. Make some closet accessories - cover & decorate	1. Review cookery terms, planning a meal. (2) Construction begins (3) Make closet accessories, etc.	1. Work sheet - Good Buymanship 2. Construction continues 3. Work sheet: Home Furnishings	1. Laborat A g (3) Start n picture Discuss the hom
4th Week	1. Work sheet: Yeast Bread Filmstrip - Betty Crocker 2. Construction (3) Discuss: Care of The Home - Daily, Weekly, Seasonal	(1) Demonstration of Yeast Bread Plan for laboratory lesson 2. Construction 3. Display some articles needed in the care of the home.	(1) Laboratory lesson - Yeast Breads (2) Construction 3. List things student feel they need to know in caring for the home.	2. Constru (3) Demonst Making Cleanin Polishi Furnitu

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

1. Foods
2. Clothing
3. Home Improvement

working with that group.

	Wednesday	Thursday	Friday
ory laboratory f the sewing edures, →	1. Work sheet: Food Nutrients and The Body (2) Practice stitching 3. Work sheet: Ways of Improving Housing	(1) Discussion of the work sheet 2. Introduce new sewing vocabulary. Review old. 3. Continue with work sheet and reading assignment.	1. Discuss food fads & their influence on nutrition 2. Reading assignment - Purchasing Materials and Patterns (3) Discussion of work sheet
or laboratory s cutting, n markings. y aids in e for the home.	1. Review a luncheon lesson 2. Take measurements. Conference with students on purchasing materials (3) Make cardboard closet, using shelves, dividers, etc. to demonstrate good storage.	Similar laboratory experience →	(1) Evaluation 2. Test 3. Test
cookery terms, ng a meal. uction begins loset accessories,	1. Work sheet - Good Buymanship 2. Construction continues → 3. Work sheet: Home Furnishings	1. Laboratory lesson A good luncheon → (3) Start notebook from pictures, etc. Discuss sharing in the home	(2) Discuss problem for the week Set up evaluation for projects
tration of st Bread or laboratory uction ay some articles d in the care of me.	(1) Laboratory lesson - Yeast Breads → (2) Construction 3. List things student feel they need to know in caring for the home.	2. Construction (3) Demonstrate: Making A Bed, Cleaning and Polishing Furniture	1. Evaluation 2. Problems of the week (3) Test

SUMMARY OF ALL-PURPOSE EDUCATION

The all-purpose program is an outgrowth of the total home economics curriculum and
The physical structure is a combination living room, classroom, and demonstration c
and skills may be pursued.

Working in this environment as a class family or in small "family" groups, pupils c
home in giving a desirable setting for family living; learn how the facilities prov
good experiences in the family; understand what care is needed to keep it in proper
how they can help the family use its resources to further the welfare and happiness

Teaching an all-purpose curriculum is extremely challenging, interesting, and satis
pressed that they, too, enjoy the new learnings and methodology made available thro
Having taught several variations in several situations, we offer the following conc
programs:

Advantages

1. The variety of learning experiences provided is appropriate for the junior high
2. The short units provide for the short interest span characteristic of these pup
3. Because of the number of units being taught at the same time, interest is arous
4. The relaxed situation helps to develop leadership and self reliance.
5. It lends itself in guiding pupils to develop self dependence.
6. There is opportunity for more pupils to assume an active part in pupil-teacher
7. Since there are fewer pupils within a group, all of the students can see demons
8. It encourages the timid and average students to participate in discussions and
   would avoid.
9. The pupils are more likely to share with each other; thus enabling them to lear
   they learn to get along with each other.
10. The small groups are comparable to family units; hence, they provide insight to
11. There is greater opportunity to develop mechanical skills because there is suff
12. This situation can meet the individual differences more effectively - the teach
    analyze the pupils.
13. The teacher and pupil are able to get better acquainted in the informal discuss
14. It serves an exploratory purpose and builds a broad foundation to home economic
15. Emphasis is placed on creativity of the student because the use of materials is
16. It offers assistance in the development of personal attitudes, values, and habi
    in social situations.
17. There are many possibilities to include units for boys and girls together in sa
18. The program provides excellent opportunity to enlist the aid of senior girls as

SUMMARY OF ALL-PURPOSE EDUCATION

n outgrowth of the total home economics curriculum and exemplifies its philosophy.
combination living room, classroom, and demonstration center in which problems, study,

as a class family or in small "family" groups, pupils discover the importance of the
etting for family living; learn how the facilities provided can be used to further
ily; understand what care is needed to keep it in proper condition; and recognize
y use its resources to further the welfare and happiness of its members.

riculum is extremely challenging, interesting, and satisfying. Our students have ex-
y the new learnings and methodology made available through all-purpose teaching.
tions in several situations, we offer the following conclusions concerning all-purpose

xperiences provided is appropriate for the junior high school pupil.
or the short interest span characteristic of these pupils.
units being taught at the same time, interest is aroused in the other areas of learning.
ips to develop leadership and self reliance.
ng pupils to develop self dependence.
more pupils to assume an active part in pupil-teacher planning.
pils within a group, all of the students can see demonstrations and other techniques.
and average students to participate in discussions and activities they ordinarily

ly to share with each other; thus enabling them to learn from each other; consequently
with each other.
parable to family units; hence, they provide insight to family understanding.
nity to develop mechanical skills because there is sufficient equipment.
the individual differences more effectively - the teacher has greater opportunity to

e able to get better acquainted in the informal discussion.
purpose and builds a broad foundation to home economics in high school.
eativity of the student because the use of materials is encouraged.
the development of personal attitudes, values, and habits that can make one successful

ties to include units for boys and girls together in satisfying learning experiences.
ellent opportunity to enlist the aid of senior girls as assistants.

19. These short well-planned and carefully-evaluated activities do provide ample insi
for students to continue the study of home economics.
20. This type of department provides facilities which reflect an atmosphere of hospit
gives evidence of the kind of family living going on in the class at any given ti
21. It is ideal for the third home economics teaching position to accommodate schedul
22. The opportunities for the teacher to create and experiment are unlimited, and he
evitable.
23. Through the use of all-purpose programs and suitable teaching materials and metho
handle the same size classes that any other type of room would accommodate.
24. Provides opportunity for more thorough evaluation of individual pupil growth.

Limitations

1. There is an increased number of lesson plans for the teacher.
2. Many guided activities must be carefully designed for the pupils to follow, or m
Suggested aids are: guide questions, work forms, progress sheets, evaluation devi
garments in progress.
3. The teacher needs to be well trained and intensely alert, and be aware of all th
4. Because of the number of activities being carried on, distraction is increased a
likely to arise.
5. Unless the plans are detailed and generously sprinkled with flexibility, they ar
6. There should be duplication of classes to decrease daily preparations; so this p
small school situations unless a daily planning period is scheduled.
7. Available planning time is vital for top-rate teaching in all situations.
8. If careful observation and guidance are not carried through, some pupils may don
9. Field trips are difficult, obviously because the teacher is needed on all three
10. Since there is a demand for considerable amount of typed materials, clerical ass
11. Equipment used for more than one purpose may not serve one purpose effectively.
12. Unless careful thought is given to the arrangement of equipment, the room may ap
and more daily care may be required.
13. It is difficult to provide necessary storage space because there is not sufficie
and closets needed.
14. Frequent shifting of equipment necessitates extra work, increases the amount of
may decrease the service life of some pieces.
15. This type of classroom is more expensive to build than a clothing-centered room,
foods centered room.
16. If the learnings are not well planned, properly carried through, and carefully e
breadth without depth.

SUMMARY OF ALL-PURPOSE EDUCATION, continued

carefully-evaluated activities do provide ample insight to establishing a desire
study of home economics.
des facilities which reflect an atmosphere of hospitality, good management, and
family living going on in the class at any given time.
e economics teaching position to accommodate scheduling demands.
cher to create and experiment are unlimited, and her own mental growth is in-

e programs and suitable teaching materials and methods, the teacher is able to
that any other type of room would accommodate.
thorough evaluation of individual pupil growth.

of lesson plans for the teacher.
e carefully designed for the pupils to follow, or much time can be wasted.
stions, work forms, progress sheets, evaluation devices, charts of samples, and

trained and intensely alert, and be aware of all the learnings being carried on.
vities being carried on, distraction is increased and discipline problems are more

and generously sprinkled with flexibility, they are not workable.
f classes to decrease daily preparations; so this plan is not too practical in
s a daily planning period is scheduled.
tal for top-rate teaching in all situations.
idance are not carried through, some pupils may donimate the groups.
viously because the teacher is needed on all three sites.
onsiderable amount of typed materials, clerical assistance is required.
one purpose may not serve one purpose effectively.
en to the arrangement of equipment, the room may appear crowded and cluttered,
quired.
cessary storage space because there is not sufficient wall space for cabinets

t necessitates extra work, increases the amount of storage space needed, and
of some pieces.
e expensive to build than a clothing-centered room, but less expensive than a

planned, properly carried through, and carefully evaluated, they may have

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